

3rd Grade – Week Two, Lesson 2

Unit: 1

Lesson Title: Responsibilities of a Good Citizen

Short Term Goal:

Name the characteristics and specific duties of a good citizen

SLEs:

C.5.2.2 Examine rights and responsibilities that citizens have in a community

Common Core Standards:

C.4.3.1 – Discuss why Government is necessary at the local level

C.4.3.2 – Describe the responsibilities and services of local government (law enforcement, fire protection, public parks, and public schools)

C.4.3.4 – Identify the fundamentals of democracy (human rights, justice, common good, equal opportunity)

C.5.3.2 – Describe how citizens contribute to the improvement of a community (e.g. service projects, volunteerism)

Materials:

Harcourt Social Studies TE – pp 272-275 “Local Governments”

“Citizen Me” – power point lesson and materials (www.icivics.org/teachers/lesson-plans/citizen-me)

“Just a Spoonful of Rights Makes the Responsibility Go ‘Round” – lesson plan (www.learningtogive.org/lessons/unit44/lesson3)

“An Interdisciplinary Approach to Understanding the Legal Process” (<http://www.nycourts.gov/admin/publicaffairs/pdfs/TTE-TrialDrD.pdf>)

Optional

Tops and Bottoms by Janet Stevens

The True Story of the Three Little Pigs - Jon Scieszka, Lane Smith

Goldilocks and the Three Bears – James Marshall

Direct Explanation/Model:

Multi-day Sessions

What:

We are going to participate in activities that will help understand what rights and responsibilities we must have as citizens in our local community.

Why:

We will understand that protecting the rights of every citizen contributes to the common good of the community.

How:

We will read from various resources to learn about how the levels of government work and the role

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we as citizens in our community help our local government run effectively.

Guided Practice:

First Session:

"Today we are going to read and have discussions about how our government works and what we as citizens within our own local government must do to contribute to its effectiveness."

Use the materials connected to the power point lesson, "Citizen Me". As you are going through the power point, stop and have discussions with the students about their understanding of rights and responsibilities on each level, from home to school, to local and state government. They can fill out the pyramid organizer or you can have the students filling out T-Charts that compare/contrast the characteristics at each level.

Second Session:

Review the "Citizen Me" power point and have students refer to the graphic organizers they filled out.

Read from the Social Studies Text pp. 272-276 "Local Governments", having short discussions with students to be sure they understand how local governments work and how both volunteered and expected contributions of citizens benefit.

Refer to the material in "Just a Spoonful of Rights Makes the Responsibility Go 'Round" and discuss the terms that explain rights and responsibilities of students. Segue into the role/obligation of citizens in the jury system that ensures that the rights of all are upheld and protected.

Let students discuss in groups what rights and responsibilities in different communities are in various scenarios (home, school, out in the community). Come together and have the students report as teacher records responses on a chart or on smart board under the headings "Home", "School", and "Community".

Optional Third Session:

Review the material and group discussion from previous days.

Using the lesson plan format in the activity "An Interdisciplinary Approach to Understanding the Legal Process", students get a feel for how citizens participate in jury service.

Using books that have an obvious antagonist and victim scenario (The True Story of the Three Little Pigs, Goldilocks and the Three Bears, Tops and Bottoms), students either read with the whole group or in small groups (they can choose a book). Have students make notes about each

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of the characters. You might want to model this before students do this on their own.

Inform the students that they must choose a character in the story and help us understand their actions and point of view.

You may not want to proceed through the entire activity and mock trials presented in this lesson, but rather explain to the students that they should come up with a convincing argument to give to their classmates about the innocence of their character.